Webliography: School Counselors Collaborate with Speech-Language Pathologists

Amanda M. Shenk

Liberty University

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**Summary**

Over the past few years, Barnes and Radd highlight, School Counselors (SC) and Speech-Language Pathologists (SLP) have had their professional roles more clearly defined. Both professions are moving from a system of pull out education to a more inclusive, collaborative one. The article, “Collaboration Between Speech-Language Pathologists and School Counselors,” details four out of the eight components of the Schoolhouse System Model to show how SC’s and SLP’s can apply a collaborative approach with their respective services to directly benefit students.

The four components covered in the article (Classroom Group Guidance, Classroom Enrichment Units, Group Counseling, and Individual Counseling) are described and then explained how each can be applied in reference to collaboration between the SC and the SLP. The authors listed specific lessons and examples of the application. Since both professions have seen a change in duties, collaborating to help all children will hopefully result in positive experiences for all involved.

**Critique**

This article is very enlightening for School Counselors and those in training to be a SC. It offered various real life applications in which SC’s and SLP’s consult and collaborate with one another. In one instance of consultation the SC could have the SLP teach a small lesson to students and teachers about a certain disorder to increase awareness of the disorder. An example of collaboration would be when a student on the SLP’s caseload is showing signs of low self esteem due to the disorder and the SC and SLP go into the classroom to help the student work through problems inclusively.

From the article, I got the impression that it may be in the best interest of the SLP to try and collaborate with the SC. Only one hour (about 2% to 3%) of the SLP’s time per week is devoted to classroom intervention verses the SC’s time of around two hours per day (25% to 40%). From my experience SLP’s are sometimes shared between schools within a division which means partnering with someone (like a SC) is beneficial for students on the SLP’s caseload so students have another ally within the school, who knows their situation.

**References**

Barnes, P., Friehe, M., & Radd, T. (2003). Collaboration Between Speech--Language Pathologists and School Counselors. *Communication Disorders Quarterly*, *24*(3), 137-142. Retrieved from Academic Search Complete database.